

Pleasant Hill Elementary

127 Schoolhouse Drive
Hemingway, South Carolina 29554

Grades	PK-5 Elementary School	
Enrollment	364 Students	
Principal	William Graham	843-558-9417
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	13	56	37	2

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Good	Yes
2005	Good	Good	Yes

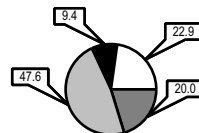
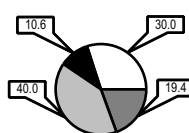
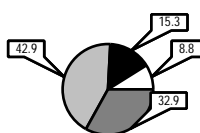
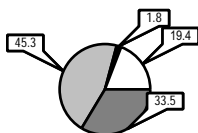
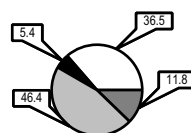
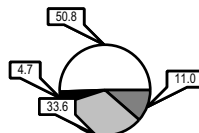
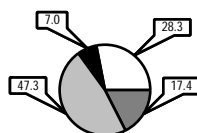
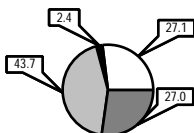
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	178	100.0	19.4	45.3	33.5	1.8	43.5	Yes	Yes
Gender									
Male	93	100.0	24.7	42.7	32.6	0.0	41.6		
Female	85	100.0	13.6	48.1	34.6	3.7	45.7		
Racial/Ethnic Group									
White	72	100.0	11.9	38.8	47.8	1.5	55.2	Yes	Yes
African American	99	100.0	24.0	51.0	22.9	2.1	35.4	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	152	100.0	17.9	43.4	36.6	2.1	50.3		
Disabled	26	100.0	28.0	56.0	16.0	0.0	4.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	178	100.0	19.4	45.3	33.5	1.8	43.5		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	173	100.0	18.8	46.1	33.3	1.8	43.6		
Socio-Economic Status									
Subsidized meals	138	100.0	22.7	50.0	25.8	1.5	35.6	Yes	Yes
Full-pay meals	40	100.0	7.9	28.9	60.5	2.6	71.1		

Mathematics – State Performance Objective = 36.7%									
All Students	178	100.0	8.8	42.9	32.9	15.3	63.5	Yes	Yes
Gender									
Male	93	100.0	9.0	37.1	36.0	18.0	67.4		
Female	85	100.0	8.6	49.4	29.6	12.3	59.3		
Racial/Ethnic Group									
White	72	100.0	3.0	34.3	38.8	23.9	77.6	Yes	Yes
African American	99	100.0	12.5	50.0	29.2	8.3	54.2	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	152	100.0	3.4	41.4	37.9	17.2	71.0		
Disabled	26	100.0	40.0	52.0	4.0	4.0	20.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	178	100.0	8.8	42.9	32.9	15.3	63.5		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	173	100.0	8.5	43.0	33.3	15.2	64.2		
Socio-Economic Status									
Subsidized meals	138	100.0	9.8	46.2	31.8	12.1	58.3	Yes	Yes
Full-pay meals	40	100.0	5.3	31.6	36.8	26.3	81.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	178	100.0	30.0	40.0	19.4	10.6	30.0
Gender							
Male	93	100.0	23.6	40.4	22.5	13.5	36.0
Female	85	100.0	37.0	39.5	16.0	7.4	23.5
Racial/Ethnic Group							
White	72	100.0	13.4	43.3	28.4	14.9	43.3
African American	99	100.0	41.7	35.4	14.6	8.3	22.9
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	152	100.0	24.1	42.1	22.1	11.7	33.8
Disabled	26	100.0	64.0	28.0	4.0	4.0	8.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	178	100.0	30.0	40.0	19.4	10.6	30.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	173	100.0	29.7	39.4	20.0	10.9	30.9
Socio-Economic Status							
Subsidized meals	138	100.0	34.8	38.6	17.4	9.1	26.5
Full-pay meals	40	100.0	13.2	44.7	26.3	15.8	42.1

Social Studies							
All Students	178	100.0	22.9	47.6	20.0	9.4	29.4
Gender							
Male	93	100.0	19.1	49.4	21.3	10.1	31.5
Female	85	100.0	27.2	45.7	18.5	8.6	27.2
Racial/Ethnic Group							
White	72	100.0	10.4	41.8	29.9	17.9	47.8
African American	99	100.0	31.3	51.0	13.5	4.2	17.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	152	100.0	19.3	47.6	22.1	11.0	33.1
Disabled	26	100.0	44.0	48.0	8.0	0.0	8.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	178	100.0	22.9	47.6	20.0	9.4	29.4
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	173	100.0	22.4	47.9	20.0	9.7	29.7
Socio-Economic Status							
Subsidized meals	138	100.0	26.5	50.0	17.4	6.1	23.5
Full-pay meals	40	100.0	10.5	39.5	28.9	21.1	50.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	67	100.0	6.0	40.3	44.8	9.0	53.7
	4	61	100.0	16.7	51.7	30.0	1.7	31.7
	5	71	100.0	18.3	66.2	15.5	N/A	15.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	57	100.0	14.5	30.9	50.9	3.6	54.5
	4	60	100.0	19.3	56.1	22.8	1.8	24.6
	5	61	100.0	24.1	48.3	27.6	0.0	27.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	67	100.0	13.4	62.7	17.9	6.0	23.9
	4	61	100.0	10.0	51.7	30.0	8.3	38.3
	5	71	100.0	9.9	59.2	15.5	15.5	31.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	57	100.0	9.1	56.4	18.2	16.4	34.5
	4	60	100.0	7.0	28.1	47.4	17.5	64.9
	5	61	100.0	10.3	44.8	32.8	12.1	44.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	57	100.0	29.1	38.2	25.5	7.3	32.7
	4	60	100.0	22.8	52.6	12.3	12.3	24.6
	5	61	100.0	37.9	29.3	20.7	12.1	32.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	57	100.0	9.1	49.1	21.8	20.0	41.8
	4	60	100.0	10.5	61.4	21.1	7.0	28.1
	5	61	100.0	48.3	32.8	17.2	1.7	19.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 364)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.8%	Up from 3.8%	3.6%	3.0%
Attendance rate	95.6%	Down from 96.3%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.3%	Down from 10.6%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%	Down from 7.5%	3.6%	3.2%
Eligible for gifted and talented	19.7%	Up from 18.4%	8.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.4%	Down from 9.2%	8.5%	8.2%
Older than usual for grade	2.7%	Down from 3.7%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Up from 0.0%	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	67.7%	Up from 63.6%	48.6%	52.6%
Continuing contract teachers	87.1%	Up from 81.8%	81.9%	83.3%
Highly qualified teachers	96.6%	Down from 100.0%	94.0%	93.5%
Teachers with emergency or provisional certificates	3.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	88.1%	Up from 87.6%	86.1%	87.0%
Teacher attendance rate	92.5%	Down from 94.2%	94.9%	95.0%
Average teacher salary	\$42,488	Up 4.5%	\$41,084	\$41,703
Prof. development days/teacher	10.7 days	Up from 9.5 days	13.1 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	14.2 to 1	Down from 16.9 to 1	18.3 to 1	18.8 to 1
Prime instructional time	87.0%	Down from 89.5%	89.7%	89.8%
Dollars spent per pupil*	\$7,487	Up 0.5%	\$6,530	\$6,242
Percent of expenditures for teacher salaries*	57.8%	Up from 55.7%	64.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.4%	Down from 99.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	95.0%		89.4%	
Highly qualified teachers in high poverty schools	95.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As the principal of Pleasant Hill Elementary School, I am very proud of the progress that our school has made over the past school year. Our teachers and staff have worked very diligently to provide opportunities for enhancement of our curriculum, as well as remediation for students who had identified needs. We have ensured that our students have been exposed to all of the South Carolina Learning Standards and have provided exposure to a variety of assessments to document mastery. The school district has enabled us to offer, "extended day" at which time our teachers have tutored students in all academic areas. The students have been asked to demonstrate new ways to express their learning via the PACT. This prompted teachers to provide instruction conceptually rather than at a factual, recall level of thinking. As you examine the report card, please note the improvement score as well as the actual results of this year's test.

The Pleasant Hill staff, parents and students made academic achievement a top priority during the past school year. Reading is one of the most powerful tools we have in education. Students applied this concept in practice as they read a total of over 100,000 books in grades K-5 over the course of the year. Another powerful tool our staff used to improve academic achievement was Measures of Academic Progress. This allowed our instructional staff to focus on every child's individual growth and achievement in grades 2-5. Our school participated in the Learning Centered School program that assisted in developing a community of learners for all stakeholders. We have established a partnership with Hobcaw Barony, USC and Clemson to assist our teachers and students with increasing their knowledge base in the areas of Social Studies and Science.

Georgetown County School District has encouraged the use of technology in all of the curricula. In order to prepare our students for the 21st Century, students must be exposed to technology. With this in mind, students in grades 3-5 were exposed to math concepts using technology. Also reading and writing via technology was provided to students in all grades. I feel that our students are prepared to locate and utilize this information in meaningful ways.

Many of our students have also been identified as having talents in the areas of art and music, as well as demonstrated excellence in areas of physical education. We have encouraged students' best efforts in every endeavor. Our students participated in programs offered through the Georgetown County Arts Council.

Our school has truly responded to the mission to provide challenging educational programs that require all students to meet high academic standards and to prepare all students to be responsible citizens and lifelong learners. We will continue to reach for higher expectations for students and ourselves as we embrace new challenges.

Timothy Carnahan, Principal
Deborah Ard, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	55	45
Percent satisfied with learning environment	100.0%	90.9%	91.1%
Percent satisfied with social and physical environment	100.0%	90.7%	95.6%
Percent satisfied with school-home relations	93.9%	94.5%	81.4%

*Only students at the highest elementary school grade level at this school and their parents were included.